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ABSTRACT

Undergraduate American Indians who enrolled at the University of North Dakota for academic years 1970-1979 were surveyed to determine factors contributing to attrition and retention. The final sample included 116 students, 71 dropouts and 45 graduates. A questionnaire and two information forms were designed to obtain information on biographical, pre-college and college factors of those who dropped out and those who graduated. Conclusions were based on statistical treatment of data gathered. Biographical conclusions included: sex of student does not influence completion of college degree; older students tend to persist and graduate; dropouts tend to be single; graduates have more dependents; and American Indian blood quantum bears no indication of influence. Determining pre-college factors were high school grade point average and ACT test scores. College factors revealed the Center for Teaching and Learning had more Indian graduates; campus support services were used more by graduates; and social activities hindered dropouts. Effective factors of graduates were higher college grade point averages, more semester hours completed, clearer career goals, and American Indian heritage viewed as an advantage. Recommendations requested a continuation of this study with a control group, expanding the study to include all 11 BIA Area offices, and 6 recommendations for the university. (ERB)

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A STUDY OF THE CONTRIBUTING FACTORS RELATING
TO WHY AMERICAN INDIAN STUDENTS DROP OUT OF
OR GRADUATE FROM EDUCATIONAL PROGRAMS AT THE
UNIVERSITY OF NORTH DAKOTA

BY

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A Study of the Contributing
Factors Relating to Why
American Indian Students
Drop Out of or Graduate
from Educational Programs at
the University of North Dakota
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Abstract

The study sought to determine the contributing factors relating to why American Indian students drop out of or graduate from educational programs at the University of North Dakota, Grand Forks, North Dakota. A questionnaire and two information forms were constructed specifically for the study. The data obtained were treated using the chi square and t test techniques to determine the significance between dropouts and graduates based on biographical, pre-college, and college factors. The results of the study indicated significant differences (.05 level) between those who dropout and those who graduate based on biographical, pre-college, and college factors.

NEED FOR THE STUDY

The number of American Indians attending higher education institutions is increasing each year. However, the number of students completing academic programs is extremely low. Some estimate the success rate to be as low as 15%. This low success rate revealed the need to investigate the factors which cause American Indian students to continue or discontinue their college educations. It was apparent that few colleges and universities were responding effectively to American Indian students educational concerns. A better understanding about these factors would be helpful to college and university personnel, minority educators, personnel in elementary and secondary schools with sizable American Indian populations, state and federal agencies, and tribal groups as they plan educational programs.

PURPOSE OF THE STUDY

The purpose of the study was to examine attrition and retention as it relates to American Indian students in educational programs at the University of North Dakota. The study sought to examine the contributing factors relating to why American Indian students drop out of or graduate from educational programs at the University of North Dakota, Grand Forks, North Dakota. A comparison of the descriptive data from two groups, those who drop out and those who graduate, was made.

FACTORS STUDIED

The three factors studied were biographical, pre-college, and college. Some of the factors were single variable and others were multi-variable.

Biographical Factors

Sex. - male or female

Age. - age of the participant at first enrollment in a college or university

- age at the time of enrollment at the University of North Dakota

- age during the last semester of attendance at the University of North Dakota

Marital Status. - marital status of the participant at the time of enrollment at the University of North Dakota

- whether the marital status changed after enrollment at the University of North Dakota

Dependents. - size of the participant's family when first enrolled at the University of North Dakota

- whether the size of the family increased or decreased since first enrollment

Reservation Where Enrolled. - where the participant was enrolled: Fort Berthold, Fort Totten, Standing Rock or Turtle Mountain Reservations

American Indian Blood Quantum. - American Indian blood quantum of the participant

Family Structure. - participant's family structure prior to coming to the University of North Dakota

Parental Income. - approximate annual income of the participant's parents while enrolled at the University of North Dakota

- number of family members supported by the income

Parental Occupations. - occupations of the father and the mother

Parental Educational Level. - educational level of the father and the mother

Pre-College Factors

High School Location. - whether the participant attended high school on or off a reservation

Type of High School Attended. - what type of high school the participant attended: Bureau of Indian Affairs Non-Boarding, Bureau of Indian Affairs Boarding, Tribally Controlled, Private/Parochial, or Public

Size of High School Graduating Class. - size of the participant's high school graduating class

Pre-College Educational Graduation Status. - whether the participant received General Educational Development (GED) or a high school diploma

High School Grade Point Average. - high school grade point average of the participant

American College Testing (ACT) Scores. - participant's scores in English, Math, Natural Science, Social Studies, and composite on the American College Testing instrument

High School Preparation. - participant's feelings regarding high school preparation for attempting college level coursework

High School Career Pathway. - type of career pathway the participant was preparing for while in high school: no career plans, employment, vocational training or college education

Use of High School Guidance Services. - how often the participant used the high school guidance services

College Factors

Class Level. - participant's college class level: Freshmen, Sophomore, Junior, or Senior

College Major. - college major declared by the participant

College Cumulative Grade Point Average. - participant's college cumulative grade point

College Semester Hour Completion Rate. - average number of semester hours the participant completed each semester

Number of Semesters Enrolled at the University of North Dakota. - number of semesters the participant was enrolled at the University of North Dakota

Relevance of College Coursework. - whether the college coursework was perceived as relevant or not relevant to the participant

Career Goal. - whether the participant felt he/she had a definite career goal set at the time of enrollment at the University of North Dakota

Study Habits. - whether the study habits of the participant were well developed

- the amount of time spent on college coursework
- how the participant studied and the percentage of time that was spent on each method
- where the participant studied
- the percentage of time that was spent in each location

Student Financial Aids. - how the participant managed college financial aids

- adequacy of financial aid received
- whether the University of North Dakota should have disbursed the student financial aids
- how student financial aids should be disbursed if the University of North Dakota developed a new disbursement plan

Adjustment to Life at the University of North Dakota.

- whether the participant felt the transition from home and high school to the University of North Dakota was difficult to make
- how difficult the transition was from home and high school to the University of North Dakota

Cultural Conflict. - whether the participant experienced any significant cultural conflicts while attending the University of North Dakota

Encouragement for College Continuation. - who had the greatest influence on the participant's continuation

of educational pursuits while attending the
University of North Dakota

Family Responsibilities. - whether the participant had
any direct responsibilities to his/her immediate
family while attending the University of North
Dakota

- the type of responsibilities to the immediate family

American Indian Cultural Involvement. - involvement by the
participant in American Indian cultural activities

Perceptions of Being American Indian. - whether the

impressions held by the participant of being
American Indian were an advantage while attending
the University of North Dakota

- college instructor's impressions of the participant's
American Indian heritage

- non-Indian students impressions of the participant's
American Indian heritage

Participation in Social Activities. - kinds of social
activities the participant was involved in and the
frequency of involvement in each activity

- effect the social activity involvement in each
activity had on the participants educational
experience

Use of American Indian Counselors and Staff. - whether

the participant used the American Indian counselors
and staff

- how helpful the counselors and staff were to the
participant

University of North Dakota Instructor Assistance. - how the participant felt regarding the assistance received by academic instructors

Enrollment in Indian Studies Courses. - whether the participant enrolled in any Indian Studies courses
- whether the Indian Studies courses provided encouragement to continue at the University of North Dakota

Use of Campus Supportive Services. - types of campus supportive services used by the participant
- how often the campus supportive services were used
- how satisfied the participant was with the campus supportive services

Use of Off-Campus Supportive Services. - types of off-campus supportive services used by the participant
- how often the off-campus supportive services were used
- how satisfied the participant was with the off-campus supportive services

DEFINITION OF TERMS

The following terms and definitions were pertinent in assisting the reader to better understand this study:

American Indian. Individuals who were of full or of mixed American Indian blood. Mixed blood American Indians were those who were enrolled members of a tribe recognized by the federal government and/or those who have one-eighth degree of American Indian blood. This also includes Eskimo or Aleut or other Alaskan

1 / natives. Other acceptable terms for American Indian were Indian and Native American.

Attrition. The act of leaving or dropping out of college.

Bureau of Indian Affairs (BIA). A branch of the United States Department of the Interior responsible for providing services to American Indian people.

Dropout. A person who leaves or drops out of college before graduation.

Drop out. The act of leaving college before graduation.

Graduate. A person who completed college and holds an academic four-year degree or diploma.

Graduate. The act or process of graduating.

Retention. The state of being retained in college.

RESEARCH SAMPLE

The research population consisted of undergraduate American Indian students enrolled in the four North Dakota reservations receiving Bureau of Indian Affairs financial assistance who enrolled at the University of North Dakota during the academic years 1970-1979. The total sample was to have included up to 160 students--80 dropouts and 80 graduates. There were to be 20 dropouts and 20 graduates randomly selected from each of the four reservations in North Dakota. The final sample included 116° students--71 dropouts and 45 graduates.

The Table of Random Numbers was utilized to select out participants for the study when feasible. The Bureau of Indian Affairs Education Specialists assisted in selecting the research sample.

INSTRUMENTS

A questionnaire and two information forms were constructed specifically for use in this study. The titles given the instruments were: The University of North Dakota American Indian Student Questionnaire, The Bureau of Indian Affairs Higher Education Information Form, and The University of North Dakota Registration Information Form. The instruments were designed to obtain information on the biographical, pre-college, and college factors. The three categories of factors selected for examination were developed by careful analysis of existing student records and consultation with currently enrolled University of North Dakota American Indian students, University of North Dakota American Indian faculty and staff, Bureau of Indian Affairs Education Specialists, American Indian educators, graduate committee members, and other professional personnel working with American Indian youth.

DATA COLLECTION

To assist with data collection techniques and understanding of the study, the writer met with each of the Bureau of Indian Affairs Education Specialists responsible for the Higher Education Grant Aid Program at the four North Dakota reservations. A thorough description of the study was provided. (See attached instrument return information).

STATISTICAL PROCEDURES

In treating the data, appropriate statistical tests were

DATA COLLECTION

Reservation Instruments	Groups	Fort Berthold Reservation	Fort Totten Reservation	Standing Rock Reservation	Turtle Mountain Reservation	Total Returns
The University of North Dakota Indian Student Question- naire	Dropouts	17	19	10	20	66
	Graduates	18	1	3	20	42
	Questionnaire Returns	35	20	13	40	108
The Bureau of Indian Affairs-Higher Education Information Form	Dropouts	20	20	11	20	71
	Graduates	20	1	4	20	45
	BIA Information Form Return	40	21	15	40	116
The University of North Dakota Registration Information Form	Dropouts	20	20	11	20	71
	Graduates	20	1	4	20	45
	UND Registration Information Form Return	40	21	15	40	116

employed. The suitable statistics to be used in analyzing the data for this study were chi square and t test. The familiar percentage and number descriptive statistics were also used.

DESCRIPTION OF THE SAMPLE

Of the 116 students, 45 or 39 percent were graduates and 71 or 61 percent were dropouts. There were 41 males and 75 females. The average age of the total sample was 24 years. Nineteen or 17 percent of the students were between $1/4$ - $1/2$ degree American Indian blood, 49 or 42 percent were between $1/2$ - $3/4$ degree, and 48 or 41 percent were $3/4$ degree or more. Eighty-six students attended high schools on the reservation. The average ACT composite score was 15.95, however not all students had taken the ACT. The average high school grade point average was 2.76. The average number of semester hours completed per semester was 8.6. The sample had a 1.93 average college cumulative grade point average.

Description of Dropouts

Of the 71 dropouts 25 were male and 46 were female. The average age was 20 years. Eleven students or 16 percent were between $1/4$ - $1/2$ degree American Indian blood, 33 students or 46 percent were of $1/2$ - $3/4$ degree, and 27 or 38 percent were $3/4$ degree or more. Forty-seven students or 66 percent attended high schools on the reservation. The average ACT composite score was 13.76, however here again not all students had taken the ACT. Dropouts did C average work in high school. Thirty-eight students or 53 percent dropped out during their freshmen year in

college, 19 or 27 percent dropped out during their sophomore year, 11 or 16 percent dropped out during their junior year, and 3 or 4 percent dropped out during their senior year. Dropouts completed an average of 6.3 semester hours per semester and had 1.45 average cumulative college grade point average.

Description of Graduates

Of the 45 graduates 16 were male and 29 were female. The average age was 24 years. Eight students or 18 percent were between $1/4$ - $1/2$ degree American Indian blood, 16 or 36 percent were between $1/2$ - $3/4$ degree, and 21 or 46 percent were $3/4$ or more. Twenty-eight students or 62 percent attended high schools on the reservation. The average ACT composite score of 18.14, however not all students had taken the ACT. Graduates had done B average work in high school. The average number of semester hours completed per semester was 12.24. Graduates had a 2.69 average college cumulative grade point average and averaged 9.11 semesters to complete their academic programs.

CONCLUSIONS

The conclusions which follow are based on the statistical treatment of the data gathered and were drawn on those American Indian students who were enrolled at the University of North Dakota. The following major conclusions are presented according to the biographical, pre-college, and college factors.

Biographical Factors

The conclusions for the biographical factors are:

1. Students apparently do not drop out or graduate in

any systematic way on the basis of being male or female. The sex of the student does not appear to influence the completion of a college degree

2. Students who enter college at an older age tend to persist and graduate. This may be related to older students being more mature. Older students may have had more opportunity and exposure in the work force and may have decided that education is needed for advancement. Younger students may have had less clear career goals

3. Dropouts had a greater tendency to be single. This may be related to the fact that dropouts were younger. In addition, married students may receive more support from their spouse and family members. Perhaps married students tend to have more responsibility and thus are able to better deal with more responsibility. Furthermore, change in marital status after enrollment was not a determining factor for students dropping out or graduating. Change in marital status apparently had no effect on securing a college education

4. The graduates had more dependents than did the dropouts. This may be due to the fact that they are older and married. Therefore, the probability of them having more dependents would be greater. It appears that students with more dependents may evoke a greater sense of responsibility, thus it became more necessary to complete a college degree. In addition, the change in the number of dependents did not necessarily increase or decrease the chances for completing a degree

5. The American Indian blood quantum had no effect on whether or not students graduated or dropped out. These data fail to support the popular stereotype that intelligence is directly related to Indian blood quantum. It should also be pointed out that the comparison of retention/attrition to a biographical factor is more suggestive of cultural differences than of the more direct comparison

6. Family structure was not a factor that determined whether students graduated or dropped out. This seems to dispel findings that how children are reared (both parents, single parents, etc.) influence success in college

7. Parental income had no effect on dropouts or graduates. This appears to contradict the notion that parental income has had an influence on academic success in college. It should be noted that there were few parents in the higher income brackets

8. The type of occupations parents hold did not affect whether students graduated or dropped out. This appears to contradict the notion that suggested that parental occupations affect educational success in college. It should be noted that there were few parents who had professional occupations

9. The educational levels of parents did not affect whether students graduated or dropped out. This appeared to contradict reported findings that educational achievements of students are directly correlated with the educational achievements of parents. It should be noted that there were few parents (20%) who had some college training

Pre-College Factors

The conclusions for the pre-college factors are:

1. On the basis of the high school location and type of high school attended had no effect on whether students dropped out or graduated. This appeared to indicate that students may be equally well or ill prepared to attend college regardless of the high school location or type. In addition, it may be that American Indian students attend high school of equal quality

2. The size of the high school graduating class was not a determining factor for students dropping out or graduating. It appeared that students' adjustment to college life was independent of the size of the high school graduating class

3. Pre-college graduation status had no effect on dropouts or graduates. It appeared that the General Educational Development (GED) program and regular high school programs graduates do equally well in college study

4. High school grade point average does predict success in college. It may be concluded that those students who have demonstrated academic success in high school are more likely to have success, leading to graduation, in college than are those who fail to demonstrate academic success in high school

5. ACT data showed those students with higher scores had a better chance to graduate from college. This finding may indicate the ACT test was a relatively stable predictor of success in college

6. The students' perceptions of their high school preparation was not a factor which encourages students to drop out

or continue. It appeared that students may or may not allow their high school backgrounds to unduly influence their success or lack of it in their college programs

7. High school career pathways apparently had no effect on dropping out of or graduating from college. It may be concluded that the planning of career pathways by high school students neither enhances nor precludes success in college

8. The use of high school guidance services had no effect on dropping out of or graduating from college. This may indicate that the high school guidance personnel were unable to anticipate factors which affect a student dropping out of or graduating from college. High school guidance services may be concerned with pre-college direction, i.e., defining career goals and identifying institutions which will meet these goals

College Factors

The conclusions for the college factors are:

1. It was found that the Center for Teaching and Learning had more Indian graduates than other departments. This seems to indicate that Indian students are recognizing the potential job market for teachers on North Dakota reservations. The Center for Teaching and Learning, as part of the University of North Dakota, is making a great effort to assist American Indian students, as evidenced by its support of Indian students in teacher education programs

2. It was found that graduates have higher college grade point averages than dropouts. However, this may be due to the University of North Dakota requirements that, in order to

graduate, a student must have a 2.00 college grade point and that dropouts do not withdraw from their courses properly before leaving college. This results in failing grades. No unrestricted conclusions could be made

3. It was found that graduates complete more semester hours. However, because graduates were enrolled longer, it would be easily deduced that they would complete more semester hours. No useful conclusions could be made regarding these data

4. It was found that the graduates had enrolled in more semesters at the University of North Dakota. However, this was intuitive as graduates would typically be enrolled in more semesters than dropouts. No useful conclusions could be made regarding these data

5. It was found that graduates felt a greater relevance to college coursework and had clearer career goals. Students who have a well-defined career goal were more likely to take courses which were more relevant to their career goals, and, therefore, they were more likely to continue in college. University counselors and other appropriate personnel should apparently assist students to clarify career goals

6. Study Habits

(a) The development of study habits prior to entering college was not a significant factor for either group. This seems to indicate that the study habits developed prior to college were not applicable to the type of study required for college coursework

(b) The amount of study outside of class was not a

factor between the groups. This seems to suggest that time spent in class was more relevant to both groups than amount of time spent studying outside of class

(c) Study methods were found to be a determining factor when comparing the two groups. It can be concluded that Indian students benefit from studying with others. Based upon statistical results, it could be concluded that studying with someone (another person or in a group) was found to significantly affect persistence

(d) Percentage of time spent on each method was not a factor when comparing the groups. This seems to indicate that how much time a student spent studying was not as important as how they studied

(e) It was found that the graduates studied in the library, cultural center, and academic departments whereas those who dropped out studied in the University Center. It may be concluded that those students who studied in places other than the University Center recognized that these places were more conducive to study and were found to have fewer distractions than the University Center. Also, the availability of resources in the library, cultural center, and academic departments may have been more conducive to study

(f) Graduates spent a greater percentage of time in the library. It may be concluded that the graduates utilized more of the library services. This seemed to indicate that time spent in the library contributed to a greater success in college

7. Student Financial Aids

(a) More dropouts than graduates rated themselves

poorly in the area of financial aids management. In conclusion, it appeared that how students manage their financial aids affected their college continuation. Those students who are able to budget their money were less likely to drop out

(b) There was no statistical difference found between the two groups on the basis of whether or not students felt they received adequate financial aids. Apparently, the adequacy of financial aids while in college did not contribute to student decisions to continue or drop out of academic study

(c) Graduates recommended that the University of North Dakota not change its present financial aids disbursement plan. It could be concluded that graduates prefer to receive all their financial aids at the beginning of each semester, which is the University of North Dakota's present financial aids disbursement plan. This also indicates that graduates felt that they could manage their financial aids on a long-term semester basis

(d) Dropouts preferred that financial aids be disbursed more often (weekly). This seemed to indicate that how often financial aids are disbursed potentially affects continuation in college

8. No difference was found between the groups in making the transition from home and high school to the University of North Dakota. Apparently, university life was not a difficult adjustment for either of the groups. This seems to refute the notion that the transition from home to college has an effect on persistence

9. No difference was found between the groups when

cultural conflicts were considered as a factor in dropping out or persisting. This would seem to indicate that both groups tend to view university life as a situation which students accepted as it was, and cultural conflicts, whether they existed or not, did not affect a student's persistence or attrition choice

10. No difference was found between the two groups based on encouragement for college continuation. It appears that whether someone encouraged a student or not had no significant bearing on whether she/he stayed in college or dropped out

11. Graduates provided more problem solving, financial assistance, and care to family members. It appeared that as schooling increased the ability to provide more responsible assistance increased

12. Graduates tended to be more culturally involved than were dropouts. This may be related to the fact that graduates were older and thus may take their ethnicity more seriously, i.e., it was more important to become involved in cultural activities. Cultural activities evidently provided a support base for those students who graduated. This appeared to refute the notion that students who were inclined to be more "traditional" have a more difficult time in adjusting to college

13. Perceptions of Being American Indian

(a) Graduates viewed their American Indian heritage as an advantage which appeared to be reflective of a good self-concept. This conclusion also appeared to refute the notion that poor academic performance was culturally related

(b) Graduates perceived the instructor's feelings toward their American Indian heritage as being more positive. Apparently, a good self-concept about being an American Indian person was reflected in the way graduates perceived others' feelings toward them

(c) Non-Indian students' perceptions of the Indian student's ethnic heritage made no difference when comparing the two groups. It would appear that non-Indian students were not among the group of people whose perceptions were considered to be of great importance to Indian students

14. Participation in Social Activities

(a) Graduates were more involved in social activities than were dropouts. It may be concluded that graduates were better able to handle a greater involvement in social activities which may be attributed to maturity and responsibility. Graduates also appeared to have a feeling of belongingness to the total university experience

(b) Dropouts reported that the involvement in social activities hindered their college experiences. It may be concluded that students need to budget their free time in such a way as to not let it interfere with their study

15. Use of American Indian counselors and staff was not significant. Although Indian counselors and staff were used in a variety of services and were viewed as being helpful, it appears that their presence was accepted, i.e., Indian students naturally go to Indian counselors and staff, and there was no basis for students to compare the importance of Indian counselors and staff over others

16. Graduates felt that the assistance received from instructors was average to above average. As a result of more clearly identified career goals, graduates were probably more likely to seek out assistance. This may also be related to previous conclusions concerning self-concept of graduates

17. Enrollment in Indian Studies courses did not have an effect on continuing or dropping out of college. Again, Indian Studies may be a "given" for Indian students. The department may be taken for granted since it is available. Also, students had no substantive basis for comparison with other Indian Studies departments. Evidently, Indian Studies classes were treated as other coursework. It may be concluded that Indian Studies became institutionalized as far as students are concerned

18. Campus Supportive Services

(a) Graduates used some campus supportive services more often than did the dropouts by virtue of graduates' longevity, i.e., they were in college longer. Students tended to use the Indian programs more than any other campus service. Many campus supportive services were not used very often by Indian students. Those services which were used were clearly needed by students. Some services appeared to be responsive to Indian students

(b) Dropouts were less satisfied than graduates with some campus supportive services. It was apparent from the data that those campus supportive services which provided physical and cultural support for both groups were ones which students turned to more often than those which provided academic support.

It may be speculated that those services which were more academic in nature were either not being sought out or were not meeting the needs of those who had dropped out.

19. Off-Campus Supportive Services

(a) Graduates used Health Services and Broken Arrow, Inc., more frequently than did dropouts. This seemed to indicate that students who graduate were more likely to have families and were more in need of and used off-campus services such as health and Indian community services than did dropouts

(b) Graduates were more satisfied with Health Services and Eagle Feather Day Care Center. Dropouts were more satisfied with Broken Arrow, Inc. This may be related to dropouts having greater difficulty and, as a result, they turned to Broken Arrow, Inc., for assistance. Thus, they feel satisfied with the assistance given

RECOMMENDATIONS

The following recommendations are offered to promote a better understanding of the American Indian student at the University of North Dakota. Where student populations and university programs are comparable, these recommendations may have some applicability.

1. It is recommended that a similar study be undertaken utilizing a larger and more diverse research population to include American Indian students from each of the eleven Bureau of Indian Affairs Area Offices. In addition, it is recommended

that the study explore potential interrelationships among the factors

2. It is recommended that a replication of this study be made at the University of North Dakota using a similar sample of American Indian students and a comparable sample of non-Indian students as a control group

3. It is recommended that a longitudinal study be conducted tracking individual students to identify the factors which contribute to success in college

4. It is recommended that separate and more extensive studies be conducted on each of the three factors: biographical, pre-college, and college

5. It is recommended that high schools with a high degree of Indian enrollment conduct an assessment of such components as academic programs, course offerings, parental involvement, career planning, guidance services in order to determine their contribution to success of American Indian students going into higher education

6. It is recommended that the Bureau of Indian Affairs Higher Education Offices develop a management information system which would provide data relative to attendance and success of American Indian students on college campuses on an annual basis

7. It is recommended that University of North Dakota administrators make policy changes and implement programs based on the findings of this study, with particular attention to the following:

(a) Implementation of a developmental program with

special emphasis on basic skills which would respond to the unique educational background of American Indian students

(b) Development of an orientation program for newly enrolled Indian students which would provide information about campus services

(c) Development of a career planning program which would provide Indian students with necessary information regarding career choices

(d) Development of a financial aids disbursement plan which would provide assistance to those Indian students having difficulty managing their funds

(e) Development of financial aids training sessions in budgeting and management for Indian students

(f) Development of ongoing cultural awareness programs for the entire campus, students as well as faculty

(g) Development of a greater variety of social activities which would attract Indian students as well as the entire campus community

The following recommendations are an expression of the writer's views reflecting not only the data but also reflecting insights developed by reviewing the literature and conducting the study. In some cases, the insights do not necessarily have an evidentiary base but, nevertheless, are presented for consideration.

1. The development of more Indian-related programs through proposal writing to expand and meet the unique educational needs of American Indian people

2. The development of a counselor orientation program which would provide high school counselors, teachers, administrators, and tribal and other Bureau of Indian Affairs educational personnel with a thorough background regarding the services available to American Indian students at the University of North Dakota

3. The development of an annual meeting of high school teachers, administrators, counselors, tribal and Bureau of Indian Affairs educational personnel to plan for the needs of American Indian students at the University of North Dakota

4. The development of a peer counseling program to assist new Indian students with the transition to the University of North Dakota

5. The providing of financial support by the University of North Dakota to those Indian programs determined to be beneficial to Indian students but are presently sponsored and funded by the federal government

6. Finally, a mandate from the University of North Dakota administration that all the Indian-related programs plan and coordinate various services and activities to better respond to the needs of all Indian students